

Thursday, or at 1 o'clock every day, go over to a nearby parochial school and do the same thing.

Mr. SCHEUER. What do they do at the parochial school?

Dr. MARLAND. They will go into a class or go into a special room where there are 12 children in grade 3, seriously handicapped in their reading and they will work with those children literally in the parochial school.

This would apply also to a number of other topics.

Chairman PERKINS. You consider that a special service over and beyond the ordinary work that goes on in the schools?

Dr. MARLAND. We have had to justify these to ourselves as above and beyond what either school had heretofore been doing, and the new dimensions above and beyond parity as afforded by ESEA has given us this opportunity under the law to extend these new services to both institutions.

This would include, for example, a complete approach to what we call speech pattern drill. That is another field. Safety education is another field. Instrumental music instruction for the poor, this is another field, and elementary counselors which we have never had before.

Another is employment supervisors for high school level youngsters, both parochial and public schools, flowing through a central employment office and supervising them in their jobs especially in work training and work study.

Another is adapted physical education for youngsters, especially with physical handicaps and other difficulties.

Another is psychological services, extended for the first time beyond the level heretofore.

I could go on with several of these. All of them are in the context, Mr. Scheuer, of an outreach of the public school program through the resources provided by 89-10.

Mr. SCHEUER. We had a colloquy on the floor of the House between Congressman Frank Thompson and the distinguished chairman of this committee, in which legislative history was made, which fairly clearly delineated the kinds of services which Congress intended to be supplied at the private school.

As I recall, it was Congress' intent, as established by that colloquy, to provide special services to the disadvantaged child, the mentally retarded, crippled, disabled, and the spastic child, the deaf, dumb, or blind child, and the child with deep emotional problems.

These were in effect welfare services, but I think it was made clear that the normal education services were not to be provided at the private schools. It was that these would be provided at the public school and made available to children from the private school.

In other words, such courses as history and art and music, it was our understanding—normal school subjects—would not be taught by public school teachers at the private school.

Dr. MARLAND. At this time, we are compatible with the description you have just given. We are not performing what might be called conventional academic programs because we have justified in our own ground rules that this must be something over and above what has ever been done before. They have been teaching history and mathematics so that would not qualify under our ground rules.